



Hill Farm Primary

Music Policy

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Policy approved by	Ruth Winters
Author	Kathleen Kane – Music Lead

Hill Farm Primary School Music Policy

Introduction

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it plays an important part in personal development. The teaching and learning of music enables children to better understand the world they inhabit. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The school's aims are to:

- All children will learn to play an instrument (tuned and un-tuned) □ Music lessons will be a combination of learning to read and play music.
- Embed the appreciation of the arts as a key feature of the whole curriculum.

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Rationale

- Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.
- Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels.
- Music can be a lifelong source of pleasure. It is education for life.

Objectives

Hill Farm Primary school is currently working towards achieving the Artsmark award. Our school aim is for every child to learn to play an instrument, both tuned and un-tuned, as well as both reading and playing music. Hill Farm prides ourselves on embedding the appreciation of the arts as a key feature of our whole curriculum.

Key stage 1

We encourage key stage one children to use their voices expressively and creatively through a mixture of songs, chants and rhymes. Key stage one children will experiment, create and combine sounds using the inter-related dimensions of music all whilst listening with concentration and understanding a range of high-quality live and recorded music. Alongside the core-curriculum music, Hill Farm offers a range of extra-curricular music opportunities such as the Hill Farm Choir and Sing, Act, Dance.

Key stage 2

We encourage key stage two children to use their voices and play musical instruments, using and understanding staff and other musical notation, with increased accuracy, fluency, control and expression as well as encouraging the children to play and perform both as solos and as an ensemble. Key stage two children will improvise and compose music for a range of purposes whilst listening with attention to detail and recalling sounds with increased aural memory. The children will explore, appreciate and understand a wide range of high-quality live and recorded music from various traditions

and great composers whilst developing an understanding of the history of music. Alongside the corecurriculum music, Hill Farm offers a range of extra-curricular music opportunities such as the Hill Farm Choir and Sing, Act, Dance.

Planning and Evaluation

Music is a foundation subject in the Curriculum 2014. At Hill Farm Primary School, we teach music weekly through an external program. Planning is centered on developing children's listening, appraising and composing skills. We have a Music Key Skills document for each year group to ensure that whilst there are opportunities for children of all abilities to develop their skills and knowledge in Music, the progression means that the children are increasingly challenged as they move through the school. Using these Key Skills, also ensures coverage throughout the school. The subject leader, a music specialist, oversees the planning of music lessons throughout the school.

Charanga

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Resources/Instruments

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. As part of the Charanga scheme used, each year group has the opportunity to learn an instrument (tuned or untuned).

Year 2 and 3 children learn the recorder as part of the music scheme. Year 5 learn the Glockenspiel.

Coventry Music Hub teach our year four children once a week. The instruments that are taught to our year 4 children are the clarinet and a range of brass instruments.

Music and Inclusion

We teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors- classroom organization, teaching materials, teaching style, differentiation- so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the Curriculum allows us to consider each child's attainment and progress against expected performance descriptors.

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgments as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral feedback, as necessary, to inform future progress. The music subject leader looks at examples of children's work and monitors the expected level of achievement in music for each age group in the school.

Musical events

All children take part in singing assemblies. We hold singing assemblies monthly and hold monthly music assemblies to establish and showcase talent and widen appreciation. At Christmas time, EYFS, Key Stage 1 and 2 take part in a musical performance.

Hill Farm Primary School Choir perform regularly at events both in school and in the community.

Monitoring

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching. The subject leader is also responsible for supporting colleagues in the teaching of music, for being informed about current development in the subject, and for providing a strategic lead and direction for the subject in the school.